

**AEC 4417 (05AB) – Leadership for Personal and Organizational Change  
Agricultural Education and Communication**

**Course Instructor:**

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**Course TA:**

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**Office Hours:** Wednesdays 10-11AM or by appointment

**Course Time and Location:**

Monday 6-7<sup>th</sup> periods (12:50-2:45PM), Rolfs 205  
Wednesdays 6<sup>th</sup> period (12:50-1:40), Rolfs 205

**Course Description:**

To prepare students for addressing complex personal and organizational issues related to leading change. Students will develop a systematic means for identifying areas of change, minimizing concern or resistance related to change, and implementing change practices within the contexts of personal and organizational change.

Change is the one constant in life and that has been widely accepted in business and organizations. This course is designed to provide students with the foundation to address concepts and issues related to personal and organizational change initiatives. Students will explore models of change and develop critical thinking skills, as to systematically address change. They will practice change concepts through personal and team projects designed to explore the complex issues related to change.

**Course Objectives:**

1. Identify the processes related to planned change at the personal and organizational levels.
2. Define the role of the change agent in affecting change.
3. Evaluate models of change for personal and organizational initiatives.
4. Enhance the communication skills required when working with people in organizations and agencies facilitating change.
5. Describe ways of predicting and minimizing undesirable consequences of change.
6. Identify sources of change in specific contexts: a) Personal, b) Social, c) Business/Economic, d) Political/Governmental, e) Natural Environment, f) Technology/Innovation

**Course Textbooks Required:**

Komives, S. and Warner, W. (2017). *Leadership for a better: world Understanding the social change model of leadership development* (2<sup>nd</sup> ed). San Francisco: Jossey-Bass.

Selected non-fiction novel. This book will be selected early in the semester.

**Other Required Readings (distributed in class or on Canvas):**

Rogers, E. (2003). *Diffusion of innovations* (5<sup>th</sup> ed.). New York: Free Press.

**E-Learning:**

All students are expected to check Canvas (<http://elearning.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on Canvas, this includes your grades.

**Course Expectations:**

First and foremost, this class should be fun and enjoyable! With that, this is an interactive class with a high level of student engagement – you must participate. This course is pragmatic in its approach and it is one that you will find useful in your future contacts and work with people.

Attendance is mandatory and recorded. It is up to you to attend class and make the most of it. There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline.

**Attendance and Make-Up Work:**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Online Course Evaluation Process:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**Expectations for Writing:**

In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
  - Not using "tweet-talk" in your assignments.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.
  - Not having sentence fragments.
  - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- No use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

If you are afforded the opportunity to resubmit an assignment you may do so only after visiting the UF Writing Studio. You must provide documentation of the visit with your resubmitted assignment.

“Our appointment schedule is now online, and you can make your own appointments. Go to [tutortrac.clas.ufl.edu](http://tutortrac.clas.ufl.edu), and log on with your GatorLink username and UF ID. You can make a maximum of one appointment per day, and two per week. Remember to bring a PAPER COPY of your document when you come in for an appointment. If you need to speak to us, our office phone is (352) 846-1138.”

### **Academic Honesty:**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Student Privacy:**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:  
<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

### **Campus Helping Resources:**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- *U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)*
- *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

### **Students Requiring Accommodations:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered,

students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Grade Breakdown: Please note grades are based on points not percentages. For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>**

A: 465 - 500 pts	B+: 435 - 449 pts	B-: 400 - 414 pts	C: 365 - 384 pts	D+: 335 - 349 pts	D-: 300 - 314 pts
A-: 450 - 464 pts	B: 415 - 434 pts	C+: 385 - 399 pts	C-: 350 - 364 pts	D: 315 - 334 pts	E: 299 and Below

**Assignment Summary:**

Assignment	Due Date	Points Available	Points Earned
KAI Reflection	2/10	50	
ITC Reflection	2/17	50	
Group Change Project Plan	2/24	50	
Case 1	3/3	50	
Reading Quizzes (4*25)	Varies	100	
Reading Review	4/14	50	
Group Presentation	4/22 or 24	100	
Attendance	Throughout	50	
<b>TOTAL POINTS AVAILABLE</b>		<b>500</b>	

**Course Outline:**

Week	Date	Day	Topic	Reading	Assignment Due
1	January 6 & 8	M	Introduction & What is Social Change?	Chapter 1	
		W	Overview of the SCM	Chapter 2	
2	January 13 & 15	M	Project Teams		
		W	On Change	Chapter 10	
3	January 20 & 22	M	<b>MLK Jr Day – Do Something Great</b>		
		W	Examining Social Change	Chapter 11	
4	January 27 & 29	M	Consciousness of Self	Chapter 3	
		W	Congruence	Chapter 4	
5	February 3 & 5	M	Commitment	Chapter 5	
		W	KAI Workshop		KAI Reflection (2/9)
6	February 10 & 12	M	ITC Workshop		
		W	ITC Workshop		ITC Reflection (2/16)
7	February 17 & 19	M	Team Work Day		
		W	Collaboration	Chapter 6	Group Project Plan (2/23)
8	February 24 & 26	M	Common Purpose	Chapter 7	
		W	Case Study		Case Study (3/1)
<b>UF Spring Break – March 2<sup>nd</sup> – 6<sup>th</sup></b>					
10	March 9 & 11	M	Controversy with Civility	Chapter 8	
		W	Controversy Workshop		
11	March 16 & 18	M	Panel Discussion		
		W	Reading Discussion		Reading Quiz 1 (3/17)
12	March 23 & 25	M	Innovation as Change	Rogers Ch. 1	
		W	Reading Discussion		Reading Quiz 2 (3/24)
13	Mar 30 - April 1	M	The Innovation Decision Process	Rogers Ch. 5	
		W	Reading Discussion		Reading Quiz 3 (3/31)
14	April 6 & 8	M	Adopter Categories	Rogers Ch. 7	
		W	Final Book Discussion		Reading Quiz 4 (4/7)
15	April 13 & 15	M	Consequences of Change	Rogers. Ch. 11	
		W	Citizenship	Chapter 9	Reading Review (4/12)
16	April 20 & 22	M	Presentations		
		W	Presentations		

Drop/Add, 1/10

Degree Application, 1/31

Last Day to Drop, 4/10

## **Assignment Descriptions:**

**FOR ALL ASSIGNMENTS PLEASE DEFER TO THE RUBRIC!!**

**All assignments must be turned in during the class period of the day they are due. Emailed assignments will not be accepted unless pre-arranged (this includes through Canvas). All papers are expected to be typed in 12 point Calibri with 1 inch margins. Each assignment must follow the requirements in the rubric. All rubrics are available on Canvas. Please print off and include a rubric as a cover sheet for each assignment. All assignments will be graded and updated in Canvas approximately one week after the assigned due date. All assignments will be returned to students in-class.**

### **Assigned Reflections: Two individual reflections, KAI and ITC**

**KAI:** After completing the KAI you will complete a reflection summarizing the following: a cognitive element (what you learned about yourself), an affective element (your opinion or attitude toward your results), and a behavioral (what can you do differently or how does this reflect your personal skill). Four double-spaced pages.

**ITC:** This ITC is a pretty heavy-hitting assignment. Upon its completion, you will write a reflection summarizing your view of the change identified, the process, who are the helpers that you can identify that are available to assist you with the change you identified, and your SMART plan. Four double-spaced pages.

### **Group Change Project:**

*Description of Project:* There are many issues facing our world today that will continue on for years to come, if we do not stop to collectively examine our current actions today. With this in mind, we will be embarking on a class change project. Based upon the work of the United Nations Millennium Development Goals you will select a project that addresses one of the key priority areas.

As a group, you will be given time to discuss these and facilitate your own class selection. From there you will work through elements of the book highlighting key activities necessary to address this one issue in our local area with a community partner.

**Plan:** Your team will create a plan, in which you layout your ideas for how to use the SCM to accomplish your project goals. You should have documentation of community partner support.

**Experience:** You will then be asked to come up with a specific activity that the class can collaborate on during the semester.

**Presentation:** Your final piece of the project will be a 8-minute presentation highlighting your project. You will need to include: a) which of the goals was your focus, b) your specific project, c) using the SCM, d) what you learned from the experience, and e) the impact you think this had on your community partner.

### **Case Study:**

You will be provided a unique case study to examine during our time discussing organizational and community change perspectives. This case will challenge your application of the theories and materials discussed in class, as well as the text. You will provide written answers to assigned questions, as well as a resolution and recommendations. Final paper should be approximately four single-spaced pages.

**Reading Quizzes and Review:**

There will be an assigned novel to read as a class over the course of the semester. The reading will be the basis of group discussion, as well as used for class examples. There will be 4 online quizzes covering the assigned reading material (THESE ARE DUE BY MIDNIGHT THE EVENING BEFORE THE DISCUSSION). The final documentation of completing the reading will be a 5-page paper (single-spaced) reviewing topics from the course, a personal reflection of the reading, and a summary of the novel through your eyes. The reflective component should include three specific segments: a) cognitive growth, b) behavioral change, and c) attitudinal/opinion statement.

**Attendance and Participation: 50 points total**

Each student is expected to attend class everyday and sign-in to receive the points associated with attendance. Each student must come prepared and be engaged to get the most out of the course experience. Half of the points will be generated from key unannounced activity days – think pop quiz, but not as stressful!

There are 26 days that count toward your attendance, you get 1 free days, so that the total you are accountable for is 25 at 2 points per day (50 total).

**LATE ASSIGNMENT COUPON**

I have no good excuse, other than I am late with this assignment.

Please accept this LATE ASSIGNMENT COUPON, with my paper.

**\*\*Coupon good for one week, past assigned due date\*\***

**\*\*May NOT be used on Presentation or Quizzes\*\***

No points will be removed from an assignment submitted with this coupon.

*Not to be duplicated. Accepted only once. -- Spring 2020*

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

*Nicole H. Steadman*

TA Initials: \_\_\_\_\_